

TEACHING ENGLISH TO YOUNG LEARNERS

Speaker's Notes — Activity-Based Revision

Seminar Purpose

To present a practical, documented approach to teaching English to young learners through real classroom activities and surviving archive materials. Slide 1 introduces the seminar; from Slide 2 onward, each slide focuses on one activity or one clearly defined classroom practice.

Suggested Flow

Introduction → speaking and presentations → listening and quizzes → competition and assessment → reading and writing → technology and home learning → motivation, recognition and parent communication → closing.

Public-use note: For web publication, identifiable children or students in archival images should be anonymised where necessary. Historical screenshots and documents should be presented as classroom evidence, with personal information removed.

Slide 1 — Teaching English to Young Learners

by Halis Bereket

Slide 2 — Teaching English to Young Learners — Introduction

Practical classroom experience • participation • variety • motivation • evidence

Speaker's notes:

- Introduce the seminar as a practitioner account built from real classroom experience and surviving documents.
- Explain that the seminar will move activity by activity rather than through long theoretical sections.

Slide 3 — Speaking Questions — Speak English Now

Questions that prepare learners to speak

Speaker's notes:

- Use the Grade 4 Speak English Now booklet to show how controlled questions prepare learners for oral production.
- Stress that speaking becomes easier when learners first have language, content and rehearsal support.

Slide 4 — From Questions to Extended Speaking

Talk about yourself • your family • your class • your room

Speaker's notes:

- Show the move from short answers to longer personal prompts.
- Emphasise the progression: controlled response → personalised response → extended speaking.

Slide 5 — Family Presentation — Model and Personalise

Model → personalise → teacher check → present

Speaker's notes:

- Explain that learners received a model for introducing family members, adapted it to their own families, brought the sentences for correction, and then presented them.
- The model supported speaking without becoming a script to copy mechanically.

Slide 6 — Family Presentation with a Poster

A learner-made visual supports speaking

Speaker's notes:

- Show the surviving classroom example of a learner presenting family members with a poster.
- Emphasise that the visual supports the learner; it does not replace the learner's speech.
- For public web versions, keep identifiable children and family members anonymised.

Slide 7 — Family Presentation with PowerPoint

Technology-supported oral production

Speaker's notes:

- Show the surviving classroom example of a learner presenting family members with PowerPoint.
- Connect it to the same principle: prepare, personalise, present, receive feedback.
- For public web versions, keep the learner and personal family details anonymised where necessary.

Slide 8 — Speaking Worksheet

Prepare answers before classroom speaking

Speaker's notes:

- Use the 2014/2015 Speaking Worksheet 3 to show structured preparation around school, family comparisons, materials and the learner's city.
- The parent-signature area also connects speaking preparation with home follow-up.

Slide 9 — Story-Based Speaking — Danger on the Island

Read → understand → answer → speak

Speaker's notes:

- Use the Haruki / Danger on the Island questions to show how a story can generate repeated speaking opportunities.
- Reading provides meaningful content for oral response rather than isolated sentence practice.

Slide 10 — Cartoon Characters and “Can”

Familiar characters make practice concrete

Speaker's notes:

- Use the cartoon-character questions to practise can/can't through familiar figures before moving to personal questions such as “Can you swim?” or “Can your father ride a bike?”

Slide 11 — Weekly Listening Quiz

Listen → reconstruct → write

Speaker's notes:

- Show the listening quiz as an example of integrated listening and writing.
- Learners listen, process what they hear and reconstruct missing language rather than simply choosing an option.

Slide 12 — Teacher-Edited Listening Audio

Pacing • volume • pauses • music

Speaker's notes:

- Explain that the audio was edited by the teacher in Cool Edit Pro.
- Volume, timing and cheerful musical intervals could be controlled so that listening sections had deliberate pacing and short refreshing breaks.

Slide 13 — Five-Question Competition Rounds

5 questions → collect answer sheets → score

Speaker's notes:

- Explain the competition structure: learners worked in four or five pre-balanced teams, or the format could be used with a whole grade in a larger hall.
- After each five-question round, answer sheets were collected.

Slide 14 — Live Excel Ranking

Enter responses → automatic score → changing rank

Speaker's notes:

- Correct answers were entered in Excel beforehand.
- During the competition, learners' answer choices were entered; the spreadsheet calculated scores and the projected ranking changed immediately.
- The excitement came from watching positions move after every round.

Slide 15 — Revision Before the Written Exam

Prepare learners before assessment

Speaker's notes:

- Show the revision worksheet prepared before the third written exam.
- Many task types rehearse the same language later assessed, making the assessment predictable in content without simply giving away the test.
- Add the teacher's early-career lesson: when a Grade 4 class reacted to an announced written exam by hiding around the classroom, assessment was redesigned to feel safer and more achievable.
- Preparation before assessment became part of the teaching, not a shortcut around it.

Slide 16 — Written Exam — Varied Task Types

Answer • match • complete • produce

Speaker's notes:

- Use the 13 January 2015 Grade 4 exam to show varied assessment: short answers, matching, can/can't, verb-action combinations and sentence production.
- Use the clean progression: recognition → understanding → response → production.

Slide 17 — Worksheets with Correction

Practise → teacher feedback → file and revisit

Speaker's notes:

- The parent letter records unit worksheets, teacher correction and learners keeping completed work in their English folders.
- Present writing as practice, feedback and a visible record of learning.

Slide 18 — Vocabulary Through Repeated Use

Meet it • write it • say it • use it

Speaker's notes:

- Connect vocabulary learning with repeated encounters across worksheets, speaking, quizzes and presentations.
- The 2014 letter specifically stresses learning new vocabulary, particularly through writing.

Slide 19 — Reader's Cycle

Borrow → read → return → record

Speaker's notes:

- Show the Reader's Cycle form as a simple system for tracking book borrowing and return.
- The form provides space for up to 46 books, making extensive reading visible and manageable.

Slide 20 — Book Report

Read → identify → describe → summarise

Speaker's notes:

- Use the Grade 5 Book Report to show post-reading writing: bibliographic details, characters, character descriptions, story summary, main idea and place names.
- This turns reading into purposeful written response.

Slide 21 — Alphabet Booklet

Language + basic computer skills

Speaker's notes:

- Use the Alphabet Booklet activity as an example of combining language work with word-processing skills.
- Learners create A–Z pages with sentences and pictures, then assemble them into a booklet.

Slide 22 — Teacher-Prepared DVD

Extend learning beyond the classroom

Speaker's notes:

- The parent letter records English-language materials being prepared on DVDs and given to learners free of charge.
- Present the DVD in its historical context as a way of extending access to multimedia learning at home.

Slide 23 — Songs, Videos and Multimedia

Variety with a learning purpose

Speaker's notes:

- Explain that songs, videos, MP3 stories and PowerPoint games were used to enrich lessons and sustain interest.
- Emphasise purposeful variety rather than entertainment for its own sake.

Slide 24 — First Parent Letter — The Plan

What I planned to provide

Speaker's notes:

- Use the first parent letter as a beginning-of-year planning document: worksheets, competitions, weekly assessment, projects, presentations, songs, rewards, multimedia and home follow-up were described in advance.
- Parent support was valuable, but it worked best when the child was already interested and willing to participate; family pressure alone could not replace learner engagement.

Slide 25 — Second Parent Letter — Implementation

What was actually happening

Speaker's notes:

- Use the second parent letter as later contemporaneous evidence that many planned elements were operating: weekly quizzes, presentations, group competitions, DVDs, songs, videos, correction and parent communication.

Slide 26 — Year-End Learner Evaluation

Materials • teacher use • learner effort • suggestions

Speaker's notes:

- Show the year-end learner-evaluation form.
- Pupils evaluated the usefulness of materials/activities, the teacher's use of them and their own effort, with space for suggestions; this introduces learner voice and self-reflection.
- For public web versions, ensure any identifying information in archival records is removed or obscured.

Slide 27 — Stars and Small Rewards

Make effort and progress visible

Speaker's notes:

- Explain the use of stars, small gifts and recognition as motivational tools.
- With young learners, even small efforts sometimes deserve generous praise so that progress feels visible and worth continuing.
- Stress that rewards and praise supported participation and effort; they were not substitutes for learning goals.

Slide 28 — End-of-Year Achievement Certificate

One document, many dimensions of learning

Speaker's notes:

- Give this document prominence.
- The certificate brings together quizzes, three exams, seven presentations, five story books read, KEEP IN MIND (30-word sentence), 106 stars and 1st Place — a compact visual record of the wider classroom system.
- For public web versions, keep names, faces, school details and other identifying information anonymised.

Slide 29 — KEEP IN MIND as Documented on the Certificate

Listening/memory work within the wider system

Speaker's notes:

- Use only what the certificate directly documents: KEEP IN MIND appears alongside quizzes, exams, presentations and reading.

- Teacher recollection adds an important pedagogical point: participation was not forced; interest, encouragement and visible success drew many learners into the activity voluntarily.
- Do not use the unnamed listening-project sentence in the parent letter as proof of origin unless dating evidence confirms the connection.

Slide 30 — Plan → Practice → Evidence

The classroom system seen across documents

Speaker's notes:

- Bring the evidence together briefly: the first letter shows planned practice; worksheets, videos, quizzes, competitions and exams show implementation; the second letter reflects on the ongoing programme; the certificate provides a strong end-of-year visual summary.
- When using archival photographs or documents publicly, retain the evidence while protecting learner privacy.

Slide 31 — Closing — Create Opportunities for Success

Create opportunities. Make learning meaningful. Let young learners experience success.

Speaker's notes:

- Close by returning to the practical message: varied activities, preparation, participation, feedback and visible progress can create a rich young-learner classroom.
- Emphasise a central principle from experience: with young learners, willingness comes before performance.
- When children feel safe, interested and successful, they are far more likely to participate and learn.
- Invite participants to adapt the activities to their own contexts rather than copy them mechanically.